

Action for a cleaner tomorrow
English/Language Arts

This correlation of South Carolina Curriculum Standards only applies to those lessons related to energy topics and issues. There are more than 150 lessons in *Action for a cleaner tomorrow* correlated to English/Language Arts, Math, Science and Social Studies standards.

Grade Pre-Kindergarten

Strand III. Communication

Communication Goal (C): The student will recognize, demonstrate and analyze the qualities of effective communication.

Communication: Speaking

PK-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

PK-C1.1 Begin using appropriate voice level, phrasing, sentence **structure (syntax)** and **intonation** when speaking.

What's Energy?

PK-C1.2 Begin taking turns in conversations and staying on topic.

What's Energy?

PK-C1.3 Begin responding in complete sentences.

What's Energy?

PK-C1.4 Begin participating in conversations and discussions and responding appropriately.

What's Energy?

PK-C1.7 Begin using oral language for a variety of **purposes**.

What's Energy?

Communication: Listening

PK-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

PK-C2.1 Begin following one- and two-step oral directions.

What's Energy?

PK-C2.2 Begin listening to various types of literature read aloud.

What's Energy?

PK-C2.3 Begin listening for meaning in conversations and discussions.

What's Energy?

PK-C2.4 Begin focusing attention on the person who is speaking and listening politely without interrupting.

What's Energy?

Communication: Viewing

PK-C3 The student will comprehend and analyze information he or she receives from **non-print sources**.

PK-C3.1 Begin recognizing **non-print sources**.

What's Energy?

- PK-C3.2 Begin making connections between material from **non-print sources** and his or her prior knowledge, other sources and the world.

What's Energy?

Strand IV. Research

Research Goal (RS): The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

PK-RS1 The student will select a topic for exploration.

PK-RS1.1 Begin asking *how* and *why* questions about a topic of interest.

What's Energy?

Gathering Information and Refining a Topic

PK-RS2 The student will gather information from a variety of sources.

PK-RS2.1 Begin identifying pictures as sources of information.

What's Energy?

Preparing and Presenting Information

PK-RS3 The student will use a variety of strategies to prepare and present selected information.

PK-RS3.1 Begin organizing and classifying information by constructing categories.

What's Energy?

PK-RS3.2 Begin organizing information on the basis of observation.

What's Energy?

PK-RS3.3 Begin presenting his or her research findings in a variety of formats.

What's Energy?

Grade Kindergarten

Strand I. Reading

Reading Goal (R): The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

Reading Process and Comprehension

K-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

K-R1.10 Begin drawing conclusions and making inferences.

What's Energy?

Phonics and Word Study

K-R3 The student will use a knowledge of **graphophonics** and **word analysis** to read and determine the meaning of unfamiliar words.

K-R3.1 Demonstrate the ability to recognize environmental print such as school and classroom labels.

What's Energy?

Strand III. Communication

Communication Goal (C): The student will recognize, demonstrate and analyze the qualities of effective communication.

Communication: Speaking

K-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

K-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence **structure (syntax)** and **intonation** when speaking.

What's Energy?

Grade One

Strand I. Reading

Reading Goal (R): The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

Reading Process and Comprehension

1-R1 The student will integrate various **cues** and strategies to derive meaning from texts.

1-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts.

What's Energy?

1-R1.2 Demonstrate the ability to read independently for extended period of time to derive pleasure and gain information.

What's Energy?

1-R1.3 Demonstrate the ability to make connections between texts read aloud or independently and his or her prior knowledge, other texts and the world.

What's Energy?

1-R1.6 Demonstrate the ability to recall details in texts read aloud.

What's Energy?

1-R1.7 Begin recalling details in texts read independently.

What's Energy?

1-R1.8 Demonstrate the ability to ask and answer questions about texts read aloud.

What's Energy?

1-R1.9 Begin asking and answering questions about texts read independently.

What's Energy?

1-R1.10 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently.

What's Energy?

1-R1.11 Demonstrate the ability to draw conclusions and make inferences.

What's Energy?

1-R1.12 Demonstrate the ability to categorize and classify ideas.

What's Energy?

1-R1.13 Begin **summarizing main ideas** in texts read aloud or independently.

What's Energy?

- 1-R1.14 Demonstrate the ability to determine cause and effect in texts read aloud or independently.
What's Energy?
- 1-R1.15 Begin distinguishing between fact and opinion in texts read aloud or independently.
What's Energy?
- 1-R1.16 Begin following one-step written directions to complete a task.
What's Energy?
- 1-R1.17 Begin using **graphic representations** such as charts, graphs, pictures and **graphic organizers** as information sources and as a means of organizing information and events logically.
What's Energy?
- 1-R1.18 Demonstrate the ability to respond to texts through a variety of methods such as **creative dramatics**, writing and graphic art.
What's Energy?
- 1-R1.19 Begin comparing and contrasting the information, ideas and elements within a single text.
What's Energy?

Phonics and Word Study

- 1R3 The student will use a knowledge of **graphophonics** and **word analysis** to read and determine the meaning of unfamiliar words.
- 1-R3.3 Demonstrate the ability to understand how print is organized and read, using **concepts about print**.
What's Energy?
- 1-R3.4 Demonstrate the ability to recognize that words are made up of letters and that words make sentences.
What's Energy?
- 1-R3.14 Demonstrate the ability to read and recognize **compound words**.
What's Energy?
- 1-R2.17 Begin using sentence **structure (syntax)** and context to determine the meaning of unfamiliar words.
What's Energy?

Strand III. Communication

Communication Goal (C): The student will recognize, demonstrate and analyze the qualities of effective communication.

Communication: Speaking

- 1-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.
- 1-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence **structure (syntax)** and **intonation** when speaking.

What's Energy?

- 1-C1.2 Demonstrate the ability to initiate conversation.
What's Energy?
- 1-C1.3 Demonstrate the ability to respond in complete sentences.
What's Energy?
- 1-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.
What's Energy?
- 1-C1.6 Demonstrate the ability to participate in **creative dramatics**.
- 1-C1.7 Demonstrate the ability to use oral language for a variety of **purposes**.
What's Energy?
- 1-C1.11 Continue using **Standard American English (SAE)** in formal speaking situations and in the classroom.
What's Energy?
- 1-C1.12 Demonstrate the ability to **summarize** conversations and discussions.
What's Energy?

Communication: Listening

- 1-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
- 1-C2.1 Demonstrate the ability to follow one- and two-step directions.
What's Energy?
- 1-C2.2 Begin to follow multi-step oral directions.
What's Energy?
- 1-C2.4 Demonstrate the ability to listen for meaning in conversations and discussions.
What's Energy?
- 1-C2.5 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.
What's Energy?
- 1-C2.6 Demonstrate the ability to **summarize** conversations and discussions.
What's Energy?
- 1-C2.7 Demonstrate the ability to make predictions about the content of stories read aloud.
What's Energy?
- 1-C2.8 Demonstrate the ability to listen for **main ideas**.
What's Energy?

Communication: Viewing

1-C3 The student will comprehend and analyze information he or she receives from **non-print sources**.

1-C3.1 Demonstrate the ability to recognize **non-print sources**.

What's Energy?

1-C3.2 Demonstrate the ability to make predictions about the content of what he or she views.

What's Energy?

1-C3.3 Demonstrate the ability to make connections between material from **non-print sources** and his or her prior knowledge, other sources and the world.

What's Energy?

Strand IV. Research

Research Goal (RS): The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Gathering Information and Refining a Topic

1-RS2 The student will gather information from a variety of sources.

1-RS2.1 Demonstrate the ability to identify pictures, charts, tables of content and diagrams as sources of information.

What's Energy?

Preparing and Presenting Information

1-RS3 The student will use a variety of strategies to prepare and present selected information.

1-RS3.2 Continue organizing information on the basis of observation.

What's Energy?

Grade Two

Strand I. Reading

Reading Goal (R): The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

Reading Process and Comprehension

2-R1 The student will integrate various **cues** and strategies to derive meaning from texts.

2-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts **fluently**.

What's Energy?

2-R1.2 Demonstrate the ability to read independently for extended period of time to derive pleasure and gain information.

What's Energy?

2-R1.3 Demonstrate the ability to make connections between texts read aloud or independently and his or her prior knowledge, other texts and the world.

What's Energy?

2-R1.6 Demonstrate the ability to recall details in texts.

What's Energy?

- 2-R1.7 Demonstrate the ability to ask and answer questions about texts.
What's Energy?
- 2-R1.8 Demonstrate the ability to make predictions about stories.
What's Energy?
- 2-R1.9 Demonstrate the ability to **summarize** the **main idea** of a particular text.
What's Energy?
- 2-R1.10 Demonstrate the ability to draw conclusions and make inferences.
What's Energy?
- 2-R1.11 Demonstrate the ability to categorize and classify ideas.
What's Energy?
- 2-R1.12 Demonstrate the ability to determine cause and effect.
What's Energy?
- 2-R1.13 Continue distinguishing between fact and opinion.
What's Energy?
- 2-R1.14 Demonstrate the ability to follow one-step written directions to complete a task.
What's Energy?
- 2-R1.15 Begin following two-step directions.
What's Energy?
- 2-R1.16 Continue using **graphic representations** such as charts, graphs, pictures and **graphic organizers** as information sources and as a means of organizing information and events logically.
What's Energy?
- 2-R1.17 Demonstrate the ability to respond to texts through a variety of methods such as **creative dramatics**, writing and graphic art.
What's Energy?
- 2-R1.18 Demonstrate the ability to compare and contrast the information, ideas and elements within a single text; begin comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
What's Energy?

Phonics and Word Study

- 2R3 The student will use a knowledge of **graphophonics** and **word analysis** to read and determine the meaning of unfamiliar words.
- 2-R3.6 Demonstrate the ability to read and recognize **compound words**.
What's Energy?

Legibility

- 2-W4 The student will create legible texts.

- 2-W4.1 Demonstrate the ability to print legibly.
What's Energy?

Strand III. Communication

Communication Goal (C): The student will recognize, demonstrate and analyze the qualities of effective communication.

Communication: Speaking

- 2-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.
- 2-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence **structure (syntax)** and **intonation** when speaking.
What's Energy?
- 2-C1.2 Demonstrate the ability to initiate conversation.
What's Energy?
- 2-C1.3 Demonstrate the ability to respond in complete sentences.
What's Energy?
- 2-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.
What's Energy?
- 2-C1.7 Demonstrate the ability to use oral language for a variety of **purposes**.
What's Energy?
- 2-C1.11 Continue using **Standard American English (SAE)** in formal speaking situations and in the classroom.
What's Energy?
- 2-C1.12 Demonstrate the ability to **summarize** conversations and discussions.
What's Energy?

Communication: Listening

- 2-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
- 2-C2.1 Demonstrate the ability to follow multi-step oral directions.
What's Energy?
- 2-C2.3 Demonstrate the ability to listen for meaning in conversations and discussions.
What's Energy?
- 2-C2.4 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.
What's Energy?
- 2-C2.5 Demonstrate the ability to **summarize** conversations and discussions.
What's Energy?
- 2-C2.6 Demonstrate the ability to listen for **main ideas**.

What's Energy?

Communication: Viewing

2-C3 The student will comprehend and analyze information he or she receives from **non-print sources**.

2-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.

What's Energy?

2-C3.3 Begin **summarizing** information that he or she receives from **non-print sources**.

What's Energy?

2-C3.4 Demonstrate the ability to make connections between material from **non-print sources** and his or her prior knowledge, other sources and the world.

What's Energy?

Strand IV. Research

Research Goal (RS): The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Gathering Information and Refining a Topic

2-RS2 The student will gather information from a variety of sources.

2-RS2.1 Demonstrate the ability to identify pictures, charts, tables of content and diagrams as sources of information.

What's Energy?

Preparing and Presenting Information

2-RS3 The student will use a variety of strategies to prepare and present selected information.

2-RS3.2 Demonstrate the ability to organize information on the basis of observation.

What's Energy?

Grade Three

No energy related lessons in Grade Three.

Grade Four

Strand I. Reading

Reading Goal (R): The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

Reading Process and Comprehension

4-R1 The students will integrate various **cues** and strategies to comprehend what he or she reads.

4-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read **fluently**.

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- 4-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.
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- 4-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts and the world.
Energy to Produce Food
Living Without Power
- 4-R1.4 Demonstrate the ability to **summarize** texts.
Energy to Produce Food
Living Without Power
- 4-R1.5 Begin **paraphrasing** texts.
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Living Without Power
- 4-R1.6 Demonstrate the ability to analyze details in texts.
Energy to Produce Food
Conserving Energy
- 4-R1.7 Demonstrate the ability to ask and answer questions about texts.
Energy to Produce Food
Conserving Energy
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Power in South Carolina
- 4-R1.8 Demonstrate the ability to make predictions about stories.
Energy to Produce Food
Conserving Energy
Living Without Power
- 4-R1.9 Demonstrate the ability to **summarize** and **paraphrase** the **main idea** of a particular text.
Energy to Produce Food
Conserving Energy
Living Without Power
- 4-R1.10 Demonstrate the ability to draw conclusions and make inferences.
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- 4-R1.11 Demonstrate the ability to categorize and classify ideas.
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- 4-R1.12 Demonstrate the ability to determine cause and effect.

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4-R1.13 Demonstrate the ability to distinguish between fact and opinion.
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4-R1.15 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures and **graphic organizers** as information sources and as a means of organizing information and events logically.

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4-R1.16 Demonstrate the ability to respond to texts through a variety of methods, such as **creative dramatics**, writing and graphic art.

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4-R1.17 Begin using **skimming** and **scanning** techniques.

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4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.

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Analysis of Texts

4-R2 The student will use a knowledge of the **purposes**, **structures** and elements of writing to analyze and interpret various types of texts.

4-R2.11 Demonstrate the ability to compare and contrast **settings**, **characters**, events and ideas in a variety of texts.

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Word Study and Analysis

4-R3 The student will use a knowledge of **graphophonics** and **word analysis** to determine the meaning of unfamiliar words and to read texts with understanding.

4-R3.1 Demonstrate the ability to use a dictionary and thesaurus to determine the meaning of a word or to refine his or her understanding of a word.

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Strand II. Writing

Writing Goal (W): The student will write for different audiences and purposes.

The Writing Process

4-W1 The student will apply a **process approach** to writing.

4-W1.1 Demonstrate the ability to choose a topic, generate ideas and use oral and written **prewriting** strategies.

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4-W1.2 Demonstrate the ability to plan for **audience** and **purpose** and to generate drafts that use a logical progression of ideas to develop a specific topic.

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4-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.

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4-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary and effective phrasing through **collaboration**, **conferencing** and **self-evaluation**.

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4-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (**syntax**) and **word usage**.

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4-W1.6 Demonstrate the ability to write and publish in a variety of formats.

4-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters and expressive and informational pieces.

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4-W1.6.2 Demonstrate the ability to use the Internet with teacher guidance and support to communicate with others.

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Writing Purposes

4-W2 The student will write for a variety of **purposes**.

4-W2.1 Demonstrate the ability to use writing to explain and inform.

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4-W2.2 Demonstrate the ability to use writing to learn, entertain and describe.

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Responding to Text

4-W3 The student will respond to texts written by others.

4-W3.3 Begin to use texts to make connections and to support ideas in his or her own writing.

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Legibility

- 4-W4 The student will create legible texts.
4-W4.1 Demonstrate the ability to use cursive handwriting.
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Strand III. Communication

Communication Goal (C): The student will recognize, demonstrate and analyze the qualities of effective communication.

Communication: Speaking

- 4-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.
- 4-C1.1 Demonstrate the ability to face an audience, make eye contact and use the appropriate voice level.
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- 4-C1.2 Demonstrate the ability to initiate conversation.
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- 4-C1.3 Begin using language and vocabulary appropriate for the **purpose** and **audience**.
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- 4-C1.4 Demonstrate the ability to participate and contribute to conversations and discussions by responding appropriately.
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- 4-C1.5 Continue giving brief presentations, demonstrations and oral reports.
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- 4-C1.8 Demonstrate the ability to use oral language to inform, to entertain and to compare and contrast different viewpoints.
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- 4-C1.9 Demonstrate the ability to use **visual aids**, props and technology to support and extend his or her meaning and enhance his or her oral presentations.
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- 4-C1.10 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking and in the classroom.
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- 4-C1.11 Demonstrate the ability to **summarize** conversations and discussions.
Conserving Energy
- 4-C1.14 Continue making appropriate statements to communicate agreement or disagreement with others' ideas.
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- 4-C1.15 Begin expressing and explaining ideas orally with **fluency** and confidence.
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Communication: Listening

- 4-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
- 4-C2.1 Demonstrate the ability to follow multi-step oral directions.
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- 4-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.
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Power in South Carolina
- 4-C2.3 Demonstrate the ability to **summarize** conversations and discussions.
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- 4-C2.4 Demonstrate the ability to participate in interviews and in reading and writing conferences.

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- 4-C2.5 Demonstrate the ability to distinguish between fact and opinion, comparing and contrasting information and ideas and making inferences with regard to what he or she has heard.

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- 4-C2.6 Begin listening to record information as a member of a group.

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Communication: Viewing

- 4-C3 The student will comprehend and analyze information he or she receives from **non-print sources**.

- 4-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.

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- 4-C3.3 Demonstrate the ability to summarize information that he or she receives from **non-print sources**.

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- 4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting information and ideas and making inferences with regard to what he or she has viewed.

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- 4-C3.5 Begin comparing and contrasting different viewpoints that he or she encounters in **non-print sources**.

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- 4-C3.6 Begin comparing and contrasting the treatment of a given situation or event in **non-print sources**.

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- 4-C3.7 Begin evaluating the ways that different **non-print sources** influence and inform.

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- 4-C3.8 Demonstrate the ability to make connections between material from **non-print sources** and his or her prior knowledge, other sources and the world.

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Strand IV. Research

Research Goal (RS): The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

- 4-RS1 The student will select a topic for explanation.

- 4-RS1.1 Continue asking questions to guide his or her research inquiry.

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- 4-RS1.2 Demonstrate the ability to construct questions about a topic.

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Gathering Information and Refining a Topic

- 4-RS2 The student will gather information from a variety of sources.

- 4-RS2.1 Demonstrate the ability to use a variety of resources, including technology to access information.

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- 4-RS2.2 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.

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- 4-RS2.3 Demonstrate the ability to document sources by listing titles and authors.

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4-RS2.4 Continue conducting independent research using available resources, including technology.

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4-RS2.5 Begin **summarizing** the information that he or she has gathered.

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Preparing and Presenting Information

4-RS3 The student will use a variety of strategies to prepare and present selected information.

4-RS3.1 Demonstrate the ability to organize and classify information by categorizing; begin sequencing information.

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4-RS3.2 Demonstrate the ability to organize information on the basis of observation.

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4-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.

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Grade Five

Strand I. Reading

Reading Goal (R): The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

Reading Process and Comprehension

5-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

5-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning and to read **fluently**.

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5-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.

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Power in South Carolina

5-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts and the world.

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Power in South Carolina

- 5-R1.4 Demonstrate the ability to **summarize** and **paraphrase** texts.

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- 5-R1.5 Demonstrate the ability to analyze details in texts.

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Conserving Energy
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Power in South Carolina

- 5-R1.6 Demonstrate the ability to ask and answer questions about texts.

Energy to Produce Food
Conserving Energy
Living Without Power
Power in South Carolina

- 5-R1.7 Demonstrate the ability to make predictions about stories.

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Conserving Energy
Living Without Power

- 5-R1.8 Demonstrate the ability to **paraphrase** the **main ideas** of texts.

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Conserving Energy
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Power in South Carolina

- 5-R1.9 Demonstrate the ability to draw conclusions and make inferences.

Energy to Produce Food
Conserving Energy
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Power in South Carolina

- 5-R1.10 Demonstrate the ability to categorize and classify ideas.

Energy to Produce Food
Conserving Energy

- 5-R1.11 Demonstrate ability to analyze cause and effect.

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- 5-R1.12 Demonstrate the ability to analyze fact and opinion.

Energy to Produce Food

- 5-R1.14 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures and **graphic organizers** as information sources and as a means of organizing information and events logically.

Energy to Produce Food

Conserving Energy

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- 5-R1.15 Demonstrate the ability to respond to texts through a variety of methods, such as **creative dramatics**, writing and graphic art.

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- 5-R1.16 Continue using **skimming** and **scanning** techniques.

Energy to Produce Food

Conserving Energy

Living Without Power

Power in South Carolina

- 5-R1.17 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.

Living Without Power

Word Study and Analysis

- 5-R3 The student will use a knowledge of **graphophonics** and **word analysis** to determine the meaning of unfamiliar words and to read texts with understanding.

- 5-R3.1 Demonstrate the ability to determine word meanings, pronunciations, alternate **word choices** and parts of speech by using a dictionary and a thesaurus.

Living Without Power

Strand II. Writing

Writing Goal (W): The student will write for different audiences and purposes.

The Writing Process

- 5-W1 The student will apply a **process approach** to writing.

- 5-W1.1 Demonstrate the ability to choose a topic, generate ideas and use oral and written **prewriting** strategies.

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- 5-W1.2 Demonstrate the ability to plan for **audience** and **purpose** and to generate drafts that use a logical progression of ideas to develop a topic.

Living Without Power

- 5-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.

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Power in South Carolina

- 5-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary and effective phrasing through **collaboration**, **conferencing** and **self-evaluation**.

Living Without Power

- 5-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (**syntax**) and **word usage**.

Living Without Power

Power in South Carolina

- 5-W1.6 Demonstrate the ability to write and publish in a variety of formats.

Living Without Power

Power in South Carolina

- 5-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters and expressive and informational pieces.

Living Without Power

Power in South Carolina

- 5-W1.6.2 Begin writing business letters.

Living Without Power

Power in South Carolina

- 5-W1.6.3 Begin writing essays, reports, articles and proposals.

Energy to Produce Food

Living Without Power

Power in South Carolina

- 5-W1.6.4 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with others.

Conserving Energy

Power in South Carolina

Writing Purposes

- 5-W2 The student will write for a variety of **purposes**.

- 5-W2.1 Demonstrate the ability to use writing to explain and inform.

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Power in South Carolina

- 5-W2.2 Demonstrate the ability to use writing to learn, entertain and describe.

Energy to Produce Food

Living Without Power

Power in South Carolina

Responding to Text

- 5-W3 The student will respond to texts written by others.

- 5-W3.3 Continue using texts to make connections and to support ideas in his or her own writing.

Energy to Produce Food

Power in South Carolina

Legibility

5-W4 The student will create legible texts.

5-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.

Energy to Produce Food

Conserving Energy

Living Without Power

Power in South Carolina

Strand III. Communication

Communication Goal (C): The student will recognize, demonstrate and analyze the qualities of effective communication.

Communication: Speaking

5-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

5-C1.2 Demonstrate the ability to initiate conversation.

Energy to Produce Food

Conserving Energy

Living Without Power

Power in South Carolina

5-C1.3 Continue using language and vocabulary appropriate for the **purpose** and **audience**.

Energy to Produce Food

Conserving Energy

Living Without Power

Power in South Carolina

5-C1.4 Demonstrate the ability to participate in and contribute to conversations and discussions by responding appropriately.

Energy to Produce Food

Conserving Energy

Living Without Power

Power in South Carolina

5-C1.5 Demonstrate the ability to give brief presentations, demonstrations and oral reports.

Energy to Produce Food

Conserving Energy

Living Without Power

Power in South Carolina

5-C1.7 Demonstrate the ability to use oral language to inform, to entertain and to compare and contrast different viewpoints.

Energy to Produce Food

Conserving Energy

Living Without Power

Power in South Carolina

- 5-C1.8 Demonstrate the ability to use **visual aids**, props and technology to support and extend his or her meaning and enhance his or her oral presentations.

Energy to Produce Food

- 5-C1.10 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.

Energy to Produce Food

Conserving Energy

Living Without Power

Power in South Carolina

- 5-C1.11 Demonstrate the ability to **summarize** conversations and discussions.

Energy to Produce Food

Conserving Energy

Living Without Power

Power in South Carolina

- 5-C1.12 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.

Power in South Carolina

- 5-C1.13 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.

Energy to Produce Food

Conserving Energy

Living Without Power

Power in South Carolina

- 5-C1.14 Demonstrate the ability to use effective organizational strategies to prepare oral presentations.

Energy to Produce Food

Communication: Listening

- 5-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

- 5-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.

Energy to Produce Food

Conserving Energy

Living Without Power

Power in South Carolina

- 5-C2.2 Demonstrate the ability to **summarize** conversations and discussions.

Energy to Produce Food

Conserving Energy

Living Without Power

Power in South Carolina

- 5-C2.3 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.

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Living Without Power
Power in South Carolina

- 5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has heard.

Energy to Produce Food
Conserving Energy
Living Without Power
Power in South Carolina

- 5-C2.5 Continue listening to record information as a member of a group.

Energy to Produce Food
Conserving Energy
Living Without Power
Power in South Carolina

Communication: Viewing

- 5-C3 The student will comprehend and analyze information he or she receives from **non-print sources**.

- 5-C3.3 Demonstrate the ability to summarize information that he or she receives from **non-print sources**.

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Conserving Energy
Living Without Power
Power in South Carolina

- 5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has viewed.

Energy to Produce Food
Conserving Energy
Living Without Power
Power in South Carolina

- 5-C3.5 Continue comparing contrasting different viewpoints that he or she encounters in **non-print sources**.

Energy to Produce Food
Conserving Energy
Living Without Power
Power in South Carolina

- 5-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in print and **non-print sources**.

Energy to Produce Food
Conserving Energy
Living Without Power
Power in South Carolina

- 5-C3.7 Continue evaluating the ways that different **non-print sources** influence and inform.

Energy to Produce Food
Conserving Energy
Living Without Power
Power in South Carolina

- 5-C3.8 Demonstrate the ability to make connections between material from **non-print sources** and his or her prior knowledge, other sources and the world.

Energy to Produce Food
Conserving Energy
Living Without Power
Power in South Carolina

Strand IV. Research

Research Goal (RS): The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

- 5-RS1 The student will select a topic for exploration.

- 5-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.

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- 5-RS1.2 Demonstrate the ability to construct questions about a topic.

Energy to Produce Food
Power in South Carolina

Gathering Information and Refining a Topic

- 5-RS2 The student will gather information from a variety of sources.

- 5-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.

Energy to Produce Food
Power in South Carolina

- 5-RS2.2 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.

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Power in South Carolina

- 5-RS2.3 Demonstrate the ability to document sources by listing titles and authors.

Energy to Produce Food
Power in South Carolina

- 5-RS2.4 Continue conducting independent research using available resources, including technology.

Energy to Produce Food
Power in South Carolina

- 5-RS2.5 Continue **summarizing** the information that he or she has gathered.

Energy to Produce Food
Power in South Carolina

Preparing and Presenting Information

5-RS3 The student will use a variety of strategies to prepare and present selected information.

5-RS3.1 Demonstrate the ability to organize and classify information by categorizing and sequencing.

Energy to Produce Food
Power in South Carolina

5-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.

Energy to Produce Food
Power in South Carolina

Grade Six

Strand I. Reading

Reading Goal (R): The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

Reading Process and Comprehension

6-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

6-R1.1 Demonstrate the ability to read a variety of texts **fluently**.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

6-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

6-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts and the world.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

6-R1.4 Demonstrate the ability to **summarize** and **paraphrase** texts.

Recycling: It's an Energy Issue

6-R1.6 Demonstrate the ability to make predictions about stories.

Recycling: It's an Energy Issue

6-R1.7 Demonstrate the ability to analyze the **main idea** of a particular text.

Recycling: It's an Energy Issue

6-R1.10 Begin recognizing when statements of fact are not documented and when opinions are not adequately supported.

Recycling: It's an Energy Issue

- 6-R1.11 Demonstrate the ability to follow multi-step directions such as those for preparing applications and completing forms.
Recycling: It's an Energy Issue
- 6-R1.12 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures and **graphic organizers** as information sources and as a means of organizing information and events logically.
Recycling: It's an Energy Issue
- 6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
Recycling: It's an Energy Issue

Strand II. Writing

Writing Goal (W): The student will write for different audiences and purposes.

The Writing Process

- 6-W1 The student will apply a **process approach** to writing.
- 6-W1.1 Demonstrate the ability to choose a topic, generate ideas and use oral and written **prewriting** strategies.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 6-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and/or **purpose**.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 6-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 6-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, confusing words, agreement, sentence **structure** (syntax) and **word usage**.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 6-W1.6 Demonstrate the ability to write and publish in a variety of formats.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 6-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters and expressive and informational pieces.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 6-W1.6.2 Demonstrate the ability to write business letters.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 6-W1.6.3 Continue writing essays, reports, articles and proposals.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 6-W1.6.4 Demonstrate the ability to use the Internet with teacher guidance to communicate with others.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Writing Purposes

- 6-W2 The student will write for a variety of purposes.

- 6-W2.1 Demonstrate the ability to use writing to explain and inform.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 6-W2.2 Demonstrate the ability to use writing to learn, entertain and describe.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Responding to Text

- 6-W3 The student will respond to texts written by others.

- 6-W3.1 Demonstrate the ability to respond to texts both orally and in writing.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 6-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Legibility

- 6-W4 The student will create legible texts.

- 6-W4.1 Demonstrate the ability to write legible using print or cursive handwriting.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Strand III. Communication

Communication Goal (C): The student will recognize, demonstrate and analyze the qualities of effective communication.

Communication: Speaking

6-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

6-C1.2 Demonstrate the ability to use language and vocabulary appropriate for the **purpose** and **audience**.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

6-C1.3 Demonstrate the ability to give accurate directions to others.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

6-C1.4 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

6-C1.5 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

6-C1.6 Demonstrate the ability to give brief presentations, demonstrations and oral reports.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

6-C1.7 Demonstrate the ability to use **visual aids**, props and technology to support and extend his or her meaning and enhance his or her oral presentations.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

6-C1.10 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

6-C1.11 Demonstrate the ability to use effective organizational strategies to prepare oral presentations.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 6-C1.12 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 6-C1.13 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 6-C1.14 Demonstrate the ability to use oral language to inform, to entertain and to compare and contrast different viewpoints.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 6-C1.16 Begin planning and delivering oral presentations to unfamiliar audiences.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 6-C1.17 Demonstrate the ability to **summarize** conversations and discussions.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Communication: Listening

- 6-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
- 6-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 6-C2.2 Demonstrate the ability to **summarize** conversations and discussions.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 6-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has heard.
Recycling: It's an Energy Issue
Power in South Carolina

Energy from the Sun

- 6-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 6-C2.5 Demonstrate the ability to listen to record information as a member of a group.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 6-C2.6 Begin using critical analysis to formulate appropriate oral responses.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Communication: Viewing

- 6-C3 The student will comprehend and analyze information he or she receives from **non-print sources**.

- 6-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 6-C3.3 Demonstrate the ability to **summarize** information that he or she receives from **non-print sources**.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 6-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has viewed.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 6-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in **non-print sources**.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 6-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in **non-print sources**.

Recycling: It's an Energy Issue
Power in South Carolina

Energy from the Sun

- 6-C3.11 Demonstrate the ability to make connections between **non-print sources** and his or her prior knowledge, other sources and the world.

Recycling: It's an Energy Issue

Power in South Carolina

Energy from the Sun

Strand IV. Research

Research Goal (RS): The student will access the use of information from a variety of appropriately selected sources to extend his or her knowledge

Selecting a Research Topic

- 6-RS1 The student will select a topic for exploration.

- 6-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.

Recycling: It's an Energy Issue

Power in South Carolina

Energy from the Sun

- 6-RS1.2 Begin asking questions to investigate all aspects of a topic including various viewpoints regarding it.

Recycling: It's an Energy Issue

Power in South Carolina

Energy from the Sun

Gathering Information and Refining a Topic

- 6-RS2 The student will gather information from a variety of sources.

- 6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.

Power in South Carolina

- 6-RS2.2 Demonstrate the ability to document sources independently; begin documenting sources by using a standardized system of documentation.

Power in South Carolina

- 6-RS2.3 Demonstrate the ability to conduct independent research using available resources including technology.

Power in South Carolina

- 6-RS2.4 Demonstrate the ability to **summarize** the information that he or she has gathered.

Power in South Carolina

- 6-RS2.5 Begin refining topics and asking additional questions based on the information that he or she has gathered.

Power in South Carolina

- 6-RS2.6 Begin using note-taking strategies to record facts and opinions from sources.

Power in South Carolina

Preparing and Presenting Information

6-RS3 The student will use a variety of strategies to prepare and present selected information.

6-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.

Power in South Carolina

6-RS3.3 Begin documenting sources by using a standardized system of documentation.

Power in South Carolina

6-RS3.4 Begin preparing a Works Cited list.

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6-RS3.5 Begin distinguishing his or her own ideas from the ideas and discoveries of others.

Power in South Carolina

Grade Seven

Strand I. Reading

Reading Goal (R): The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

Reading Process and Comprehension

7-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

7-R1.1 Demonstrate the ability to read a variety of texts **fluently**.

Recycling: It's an Energy Issue

Power in South Carolina

Energy from the Sun

7-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.

Recycling: It's an Energy Issue

Power in South Carolina

Energy from the Sun

7-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts and the world.

Recycling: It's an Energy Issue

Power in South Carolina

Energy from the Sun

7-R1.4 Demonstrate the ability to **summarize** and **paraphrase**, analyze and evaluate what he or she reads.

Recycling: It's an Energy Issue

7-R1.6 Demonstrate the ability to make predictions about stories.

Recycling: It's an Energy Issue

Power in South Carolina

Energy from the Sun

- 7-R1.7 Demonstrate the ability to analyze the **main idea** of a particular text.
Recycling: It's an Energy Issue
- 7-R1.10 Continue recognizing when statements of fact are not documented and when opinions are not adequately supported.
Recycling: It's an Energy Issue
- 7-R1.12 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures and **graphic organizers** as information sources and as a means of organizing information and events logically.
Recycling: It's an Energy Issue
- 7-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
Recycling: It's an Energy Issue

Strand II. Writing

Writing Goal (W): The student will write for different audiences and purposes.

The Writing Process

- 7-W1 The student will apply a **process approach** to writing.
- 7-W1.1 Demonstrate the ability to choose a topic, generate ideas and use oral and written **prewriting** strategies.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and/or **purpose**.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-W1.5 Demonstrate the ability to b for language conventions such as spelling, capitalization, punctuation, confusing worlds, agreement, sentence **structure (syntax)** and **word usage**.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-W1.6 Demonstrate the ability to write and publish in a variety of formats.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 7-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters and expressive and informational pieces.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 7-W1.6.2 Demonstrate the ability to write business letters.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 7-W1.6.3 Demonstrate the ability to write essays, reports, articles and proposals.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 7-W1.6.4 Demonstrate the ability to use the Internet with teacher guidance to communicate with others.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Writing Purposes

- 7-W2 The student will write for a variety of **purposes**.

- 7-W2.1 Demonstrate the ability to use writing to explain and inform.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 7-W2.2 Demonstrate the ability to use writing to learn, entertain and describe.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Responding to Text

- 7-W3 The student will respond to texts written by others.

- 7-W3.1 Demonstrate the ability to respond to texts both orally and in writing.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 7-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Legibility

- 7-W4 The student will create legible texts.

- 7-W4.1 Demonstrate the ability to write legible using print or cursive handwriting.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 7-W4.2 Continue using keyboarding skills to produce texts.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Strand III. Communication

Communication Goal (C): The student will recognize, demonstrate and analyze the qualities of effective communication.

Communication: Speaking

- 7-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.
- 7-C1.2 Demonstrate the ability to use language, vocabulary and presentation techniques appropriate for the **purpose** and **audience**.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C1.3 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C1.5 Demonstrate the ability to give brief presentations, demonstrations and oral reports.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C1.6 Demonstrate the ability to use **visual aids**, props and technology to support and extend his or her meaning and enhance his or her oral presentations.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 7-C1.10 Demonstrate the ability to use effective organizational strategies to prepare oral presentations.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C1.11 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C1.12 Demonstrate the ability to use oral language to inform, to entertain and to compare and contrast different viewpoints.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C1.13 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C1.14 Continue analyzing and refining varied presentations through **collaboration, conferencing and self-evaluation**.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C1.15 Continue planning and delivering oral presentations to unfamiliar **audiences**.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C1.16 Demonstrate the ability to **summarize** conversations and discussions.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C1.17 Continue using critical analysis to formulate appropriate oral responses.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Communication: Listening

- 7-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

- 7-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C2.2 Demonstrate the ability to **summarize** conversations and discussions.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has heard.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C2.5 Demonstrate the ability to listen to record information as a member of a group.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C2.6 Continue using critical analysis to formulate appropriate oral responses.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Communication: Viewing

- 7-C3 The student will comprehend and analyze information he or she receives from **non-print sources**.
- 7-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C3.2 Demonstrate the ability to **summarize** information that he or she receives from **non-print sources**.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 7-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has viewed.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in **non-print sources**.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in **non-print sources**.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C3.7 Continue analyzing **non-print sources** for accuracy, **bias, intent or purpose**.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C3.8 Continue evaluating the ways that the use of language, the medium and the presentation contribute to the meaning and impact of a message.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C3.9 Demonstrate the ability to evaluate how different **non-print sources** influence and inform.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 7-C3.11 Demonstrate the ability to make connections between **non-print sources** and his or her prior knowledge, other sources and the world.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Strand IV. Research

Research Goal (RS): The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

7-RS1 The student will select a topic for exploration.

- 7-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
Power in South Carolina

- 7-RS1.2 Continue asking questions to investigate all aspects of a topic including various viewpoints regarding it.
Power in South Carolina

Gathering Information and Refining a Topic

7-RS2 The student will gather information from a variety of sources.

- 7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
Power in South Carolina

- 7-RS2.2 Continue documenting sources by using a standardized system of documentation.
Power in South Carolina

- 7-RS2.3 Demonstrate the ability to conduct independent research using available resources including technology.
Power in South Carolina

- 7-RS2.4 Demonstrate the ability to **summarize** the information that he or she has gathered.
Power in South Carolina

- 7-RS2.5 Continue refining topics and asking additional questions based on the information that he or she has gathered.
Power in South Carolina

- 7-RS2.6 Continue using note-taking strategies to record facts and opinions from sources.
Power in South Carolina

- 7-RS2.7 Continue evaluating responses for accuracy, **bias** and credibility.
Power in South Carolina

Preparing and Presenting Information

7-RS3 The student will use a variety of strategies to prepare and present selected information.

- 7-RS3.1 Demonstrate the ability to organize and classify information by categorizing and sequencing.
Power in South Carolina

- 7-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.
Power in South Carolina

- 7-RS3.3 Continue documenting sources by using a standardized system of documentation.
Power in South Carolina

- 7-RS3.4 Continue preparing a Works Cited list.
Power in South Carolina

- 7RS3.5 Continue distinguishing his or her own ideas from the ideas and discoveries of others.
Power in South Carolina

Grade Eight

Strand I. Reading

Reading Goal (R): The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

Reading Process and Comprehension

- 8-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.
- 8-R1.1 Demonstrate the ability to read a variety of texts **fluently**.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts and the world.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-R1.4 Demonstrate the ability to **summarize, paraphrase**, analyze and evaluate what he or she reads.
Recycling: It's an Energy Issue
- 8-R1.6 Demonstrate the ability to make predictions about stories.
Recycling: It's an Energy Issue
- 8-R1.7 Demonstrate the ability to analyze the **main idea** of a particular text.
Recycling: It's an Energy Issue
- 8-R1.10 Demonstrate the ability to recognize when statements of fact are not documented and when opinions are not adequately supported.
Recycling: It's an Energy Issue
- 8-R1.11 Demonstrate the ability to follow multi-step directions such as those for preparing applications and completing forms.
Recycling: It's an Energy Issue
- 8-R1.12 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures and **graphic organizers** as information sources and as a means of organizing information and events logically.
Recycling: It's an Energy Issue

- 8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.

Recycling: It's an Energy Issue

Strand II. Writing

Writing Goal (W): The student will write for different audiences and purposes.

The Writing Process

- 8-W1 The student will apply a **process approach** to writing.

- 8-W1.1 Demonstrate the ability to choose a topic, generate ideas and use oral and written **prewriting** strategies.

Recycling: It's an Energy Issue

- 8-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and/or **purpose**.

Recycling: It's an Energy Issue

- 8-W1.3 Demonstrate the ability to develop an extending response around a **central idea**, using relevant supporting details.

Recycling: It's an Energy Issue

- 8-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary, and effective phrasing through **collaboration**, **conferencing** and **self-evaluation**.

Recycling: It's an Energy Issue

- 8-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, agreement, sentence **structure (syntax)** and **word usage**.

Recycling: It's an Energy Issue

- 8-W1.6 Demonstrate the ability to write and publish in a variety of formats.

Recycling: It's an Energy Issue

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- 8-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters and expressive and informational pieces.

Recycling: It's an Energy Issue

- 8-W1.6.2 Demonstrate the ability to write business letters.

Recycling: It's an Energy Issue

- 8-W1.6.3 Demonstrate the ability to write essays, reports, articles and proposals.

Recycling: It's an Energy Issue

- 8-W1.6.4 Demonstrate the ability to use the Internet with teacher guidance to communicate with others.

Recycling: It's an Energy Issue

Writing Purposes

8-W2 The student will write for a variety of **purposes**.

8-W2.1 Demonstrate the ability to use writing to explain and inform.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

8-W2.2 Demonstrate the ability to use writing to learn, entertain and describe.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Responding to Text

8-W3 The student will respond to texts written by others.

8-W3.1 Demonstrate the ability to respond to texts both orally and in writing.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

8-W3.2 Demonstrate the ability to use **literary models** to refine his or her own writing.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

8-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Legibility

8-W4 The student will create legible texts.

8-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

8-W4.2 Demonstrate the ability to use keyboarding skills to produce texts.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Strand III. Communication

Communication Goal (C): The student will recognize, demonstrate and analyze the qualities of effective communication.

Communication: Speaking

8-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

8-C1.1 Demonstrate the ability to use language, vocabulary and presentation techniques appropriate for the **purpose** and **audience**.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-C1.2 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-C1.3 Demonstrate the ability to participate in conversations and discussions by responding appropriately.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-C1.4 Demonstrate the ability to present information in formats such as panel discussions, demonstrations, oral reports, speeches and debates.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-C1.5 Demonstrate the ability to use **visual aids**, props and technology to support and extend his or her meaning and enhance his or her oral presentations.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-C1.7 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-C1.8 Demonstrate the ability to use effective organizational strategies to prepare oral presentations.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-C1.9 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-C1.10 Demonstrate the ability to use oral language to inform, to analyze, to explain and to compare and contrast different viewpoints.
Recycling: It's an Energy Issue
Power in South Carolina

Energy from the Sun

- 8-C1.11 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with other's ideas.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-C1.12 Demonstrate the ability to analyze and refine varied presentations through **collaboration, conferencing** and **self-evaluation**.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-C1.14 Demonstrate the ability to **summarize** conversations and discussions.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-C1.15 Demonstrate the ability to use critical analysis to formulate appropriate oral responses.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Communication: Listening

- 8-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
- 8-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-C2.2 Demonstrate the ability to **summarize** conversations and discussions.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has heard.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun
- 8-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-C2.5 Demonstrate the ability to listen to record information as a member of a group.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Communication: Viewing

- 8-C3 The student will comprehend and analyze information he or she receives from **non-print sources**.

- 8-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-C3.2 Demonstrate the ability to **summarize** information that he or she receives from **non-print sources**.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has viewed.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in **non-print sources**.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in **non-print sources**.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-C3.7 Demonstrate the ability to analyze **non-print sources** for accuracy, **bias**, **intent** or **purpose**.

Recycling: It's an Energy Issue
Power in South Carolina

Energy from the Sun

- 8-C3.9 Demonstrate the ability to evaluate how different **non-print sources** influence and inform.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Strand IV. Research

Research Goal (RS): The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

- 8-RS1 The student will select a topic for exploration.

- 8-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic including various viewpoints regarding it.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Gathering Information and Refining a Topic

- 8-RS2 The student will gather information from a variety of sources.

- 8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-RS2.2 Demonstrate the ability to document sources by using a standardized system of documentation.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-RS2.3 Demonstrate the ability to conduct independent research using available resources including technology.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-RS2.4 Demonstrate the ability to **summarize** the information that he or she has gathered.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-RS2.5 Demonstrate the ability to refine topics and ask additional questions based on the information that he or she has gathered.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Preparing and Presenting Information

- 8-RS3 The student will use a variety of strategies to prepare and present selected information.

- 8-RS3.1 Demonstrate the ability to organize and classify information by categorizing and sequencing.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-RS3.3 Demonstrate the ability to document sources by using a standardized system of documentation.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-RS3.4 Demonstrate the ability to prepare a Works Cited list.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

- 8-RS3.5 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.

Recycling: It's an Energy Issue
Power in South Carolina
Energy from the Sun

Grade Nine

English I.

Reading Goal (R): The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

Reading Process and Comprehension

- E1-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

- E1-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.
Sun Bathing
Nuclear Power in Our State
Energy Conservation by Design
Radioactive Waste Disposal
- E1-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts and the world.
Sun Bathing
Nuclear Power in Our State
Energy Conservation by Design
Fuel Wise or Fuelish?
- E1-R1.8 Demonstrate the ability to draw conclusions and make inferences.
Radioactive Waste Disposal
Fuel Wise or Fuelish?

Word Study and Analysis

- E1-R3 The student will apply a knowledge of **word analysis** strategies to determine the meaning of new words encountered in reading material and use them accurately.
- E1-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar or **multiple-meaning words**.
Sun Bathing
Nuclear Power in Our State
Energy Conservation by Design

Strand II. Writing

Writing Goal (W): The student will write for different audiences and purposes.

The Writing Process

- E1-W1 The student will apply a **process approach** to writing.
- E1-W1.1 Demonstrate the ability to choose a topic, generate ideas and use oral and written **prewriting** strategies.
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Nuclear Power in Our State
Energy Conservation by Design
- E1-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and/or **purpose**.
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Nuclear Power in Our State
Energy Conservation by Design

Strand III. Communication

Communication Goal (C): The student will recognize, demonstrate and analyze the qualities of effective communication.

Communication: Speaking

- E1-C1 The students will use speaking skills to participate in large and small groups in both formal and informal situations.

- E1-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details and presentation techniques, including multimedia, that are appropriate for the **purpose** and **audience**.
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Energy Conservation by Design
- E1-C1.2 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.
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Nuclear Power in Our State
Energy Conservation by Design
- E1-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade and to compare and contrast different viewpoints.
Sun Bathing
Nuclear Power in Our State
Energy Conservation by Design
- E1-C1.10 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.
Sun Bathing
Nuclear Power in Our State
Energy Conservation by Design
- E1-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.
Sun Bathing
Nuclear Power in Our State
Energy Conservation by Design

Communication: Listening

- E1-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
- E1-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has heard.
Sun Bathing
Nuclear Power in Our State
Energy Conservation by Design
Radioactive Waste Disposal
Fuel Wise or Fuelish?
- E1-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.
Sun Bathing
Nuclear Power in Our State
Energy Conservation by Design

Communication: Viewing

- E1-C3 The student will comprehend and analyze information he or she receives from **non-print sources**.
- E1-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in **non-print sources** for particular audience.
Sun Bathing
- E1-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in **non-print sources**.
Sun Bathing
- E1-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in **non-print sources** to evaluate the techniques used to create them.
Sun Bathing
- E1-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has viewed.
Sun Bathing
Radioactive Waste Disposal
- E1-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in **non-print sources**.
Sun Bathing
Radioactive Waste Disposal
- E1-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in **non-print sources**.
Sun Bathing
- E1-C3.7 Demonstrate the ability to analyze **non-print sources** for accuracy, **bias, intent** and **purpose**.
Sun Bathing
- E1-C3.8 Demonstrate the ability to make connections between **non-print sources** and his or her prior knowledge, other sources and the world.
Sun Bathing
Radioactive Waste Disposal

Strand IV. Research

Research Goal (RS): The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

- E1-RS1 The student will select a topic for exploration.
- E1-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
Sun Bathing
- E1-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including viewpoints regarding it.
Sun Bathing
Fuel Wise or Fuelish?

Gathering Information and Refining a Topic

E1-RS2 The student will gather information from a variety of sources.

E1-RS2.1 Demonstrate the ability to distinguish between **primary** and **secondary sources**.

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E1-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and **bias**.

Sun Bathing

E1-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation.

Sun Bathing

E1-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.

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Fuel Wise or Fuelish?

E1-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information he or she has gathered.

Sun Bathing

E1-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.

Sun Bathing

Fuel Wise or Fuelish?

Preparing and Presenting Information

E1-RS3 The student will use a variety of strategies to prepare and present selected information.

E1-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.

Sun Bathing

Fuel Wise or Fuelish?

E1-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project with teacher support.

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E1-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.

Sun Bathing

E1-RS3.5 Demonstrate the ability to prepare a Works Cited list.

Sun Bathing

E1-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.

Sun Bathing

Grade Ten

English II.

Strand I. Reading

Reading Goal (R): The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

Reading Process and Comprehension

E2-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

E2-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.

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Radioactive Waste Disposal

E2-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts and the world.

Sun Bathing

Nuclear Power in Our State

Energy Conservation by Design

Fuel Wise or Fuelish?

E2-R1.8 Demonstrate the ability to draw conclusions and make inferences.

Radioactive Waste Disposal

Fuel Wise or Fuelish?

Word Study and Analysis

E2-R3 The student will apply a knowledge of **word analysis** strategies to determine the meaning of new words encountered in reading material and use them accurately.

E2-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar or **multiple-meaning words**.

Sun Bathing

Nuclear Power in Our State

Energy Conservation by Design

Strand II. Writing

Writing Goal (W): The student will write for different audiences and purposes.

The Writing Process

E2-W1 The student will apply a **process approach** to writing.

E2-W1.1 Demonstrate the ability to choose a topic, generate ideas and use oral and written **prewriting** strategies.

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E2-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and/or **purpose**.

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Nuclear Power in Our State

Energy Conservation by Design

Strand III. Communication

Communication Goal (C): The student will recognize, demonstrate and analyze the qualities of effective communication.

Communication: Speaking

E2-C1 The students will use speaking skills to participate in large and small groups in both formal and informal situations.

E2-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details and presentation techniques including multimedia that are appropriate for the **purpose** and **audience**.

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E2-C1.2 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.

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Nuclear Power in Our State

Energy Conservation by Design

E2-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade and to compare and contrast different viewpoints.

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E2-C1.10 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.

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Energy Conservation by Design

E2-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.

Sun Bathing

Nuclear Power in Our State

Energy Conservation by Design

Communication: Listening

E2-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

E2-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has heard.

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Nuclear Power in Our State

Energy Conservation by Design

Radioactive Waste Disposal

Fuel Wise or Fuelish?

- E2-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.

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Communication: Viewing

- E2-C3 The student will comprehend and analyze information he or she receives from **non-print sources**.

- E2-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in **non-print sources** for particular audience.

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- E2-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in **non-print sources**.

Sun Bathing

- E2-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in **non-print sources** and to evaluate the techniques used to create them.

Sun Bathing

- E2-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has viewed.

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- E2-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in **non-print sources**.

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- E2-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in **non-print sources**.

Sun Bathing

- E2-C3.7 Demonstrate the ability to analyze **non-print sources** for accuracy, **bias, intent** and **purpose**.

Sun Bathing

- E2.C3.8 Demonstrate the ability to make connections between **non-print sources** and his or her prior knowledge, other sources and the world.

Sun Bathing
Radioactive Waste Disposal

Strand IV. Research

Research Goal (RS): The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

- E2-RS1 The student will select a topic for exploration.

E2-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.

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E2-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including viewpoints regarding it.

Sun Bathing

Fuel Wise or Fuelish?

Gathering Information and Refining a Topic

E2-RS2 The student will gather information from a variety of sources.

E2-RS2.1 Demonstrate the ability to distinguish between **primary** and **secondary sources**.

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E2-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and **bias**.

Sun Bathing

E2-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation.

Sun Bathing

E2-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.

Sun Bathing

Fuel Wise or Fuelish?

E2-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information he or she has gathered.

Sun Bathing

E2-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.

Sun Bathing

Fuel Wise or Fuelish?

Preparing and Presenting Information

E2-RS3 The student will use a variety of strategies to prepare and present selected information.

E2-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.

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Fuel Wise or Fuelish?

E2-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project with teacher support.

Sun Bathing

E2-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.

Sun Bathing

- E2-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.

Sun Bathing

- E2-RS3.5 Demonstrate the ability to prepare a Works Cited list.

Sun Bathing

- E2-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.

Sun Bathing

Grade Eleven

English III.

Strand I. Reading

Reading Goal (R): The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

Reading Process and Comprehension

- E3-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

- E3-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.

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- E3-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts and the world.

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Fuel Wise or Fuelish?

- E3-R1.8 Demonstrate the ability to draw conclusions and make inferences.

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Fuel Wise or Fuelish?

Word Study and Analysis

- E3-R3 The student will apply a knowledge of **word analysis** strategies to determine the meaning of new words encountered in reading material and use them accurately.

- E3-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar or **multiple-meaning words**.

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Strand II. Writing

Writing Goal (W): The student will write for different audiences and purposes.

The Writing Process

E3-W1 The student will apply a **process approach** to writing.

E3-W1.1 Demonstrate the ability to choose a topic, generate ideas and use oral and written **prewriting** strategies.

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E3-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and/or **purpose**.

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Writing Purposes

E3-W2 The student will write for a variety of **purposes**.

E3-W2.1 Demonstrate the ability to use writing to explain and inform.

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E3-W2.2 Demonstrate the ability to use writing to learn, entertain and describe.

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E3-W2.3 Demonstrate the ability to use writing to persuade, analyze and transact business.

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E3-W2.4 Demonstrate the ability to respond to texts both orally and in writing.

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Strand III. Communication

Communication Goal (C): The student will recognize, demonstrate and analyze the qualities of effective communication.

Communication: Speaking

E3-C1 The students will use speaking skills to participate in large and small groups in both formal and informal situations.

E3-C1.1 Demonstrate the ability to use language, vocabulary, images, sensory details and presentation techniques including multimedia that are appropriate for the **purpose** and **audience**.

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- E3-C1.2 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.

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- E3-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade and to compare and contrast different viewpoints.

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- E3-C1.10 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.

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- E3-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.

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Communication: Listening

- E3-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

- E3-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has heard.

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- E3-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses through accurate and detailed references to texts.

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Communication: Viewing

- E3-C3 The student will comprehend and analyze information he or she receives from **non-print sources**.

- E3-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in **non-print sources** for a particular audience.

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- E3-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in **non-print sources**.
Sun Bathing
- E3-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in **non-print sources** to evaluate the techniques used to create them.
Sun Bathing
- E3-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has viewed.
Sun Bathing
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- E3-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in **non-print sources**.
Sun Bathing
Radioactive Waste Disposal
- E3-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in **non-print sources**.
Sun Bathing
- E3-C3.7 Demonstrate the ability to analyze **non-print sources** for accuracy, **bias**, **intent** and **purpose**.
Sun Bathing
- E3-C3.8 Demonstrate the ability to make connections between **non-print sources** and his or her prior knowledge, other sources and the world.
Sun Bathing
Radioactive Waste Disposal

Strand IV. Research

Research Goal (RS): The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

- E3-RS1 The student will select a topic for exploration.
- E3-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
Sun Bathing
- E3-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including viewpoints regarding it.
Sun Bathing
Fuel Wise or Fuelish?

Gathering Information and Refining a Topic

- E3-RS2 The student will gather information from a variety of sources.
- E3-RS2.1 Demonstrate the ability to distinguish between **primary** and **secondary sources**.
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- E3-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and **bias**.
Sun Bathing
- E3-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation.
Sun Bathing
- E3-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.
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Fuel Wise or Fuelish?
- E3-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information he or she has gathered.
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- E3-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.
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Energy Conservation by Design
Fuel Wise or Fuelish?

Preparing and Presenting Information

- E3-RS3 The student will use a variety of strategies to prepare and present selected information.
- E3-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.
Sun Bathing
Fuel Wise or Fuelish?
- E3-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project.
Sun Bathing
- E3-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.
Sun Bathing
- E3-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation.
Sun Bathing
- E3-RS3.5 Demonstrate the ability to prepare a Works Cited list.
Sun Bathing

E3-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others.

Sun Bathing

Grade Twelve

English IV.

Reading Goal (R): The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

Reading Process and Comprehension

E4-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

E4-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.

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E4-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts and the world.

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Fuel Wise or Fuelish?

E4-R1.8 Demonstrate the ability to draw conclusions and make inferences.

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Fuel Wise or Fuelish?

Word Study and Analysis

E4-R3 The student will apply a knowledge of **word analysis** strategies to determine the meaning of new words encountered in reading material and use them accordingly.

E4-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar or **multiple-meaning words**.

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Strand II. Writing

Writing Goal (W): The student will write for different audiences and purposes.

The Writing Process

E4-W1 The student will apply a **process approach** to writing.

E4-W1.1 Demonstrate the ability to choose a topic, generate ideas and use oral and written **prewriting** strategies.

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E4-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and/or **purpose**.

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Strand III. Communication

Communication Goal (C): The student will recognize, demonstrate and analyze the qualities of effective communication.

Communication: Speaking

E4-C1 The students will use speaking skills to participate in large and small groups in both formal and informal situations.

E4-C1.2 Demonstrate the ability to express and explain ideas orally with **fluency** and confidence.

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E4-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade and to compare and contrast different viewpoints.

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E4-C1.10 Demonstrate the ability to use **Standard American English (SAE)** in formal speaking situations and in the classroom.

Sun Bathing

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E4-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts.

Sun Bathing

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Communication: Listening

E4-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

E4-C2.3 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has heard.

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Fuel Wise or Fuelish?

Communication: Viewing

E4-C3 The student will comprehend and analyze information he or she receives from **non-print sources**.

E4-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in **non-print sources** for particular audience.

Sun Bathing

E4-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in **non-print sources**.

Sun Bathing

- E4-C3.3 Demonstrate the ability to identify the aesthetic effects that appear in **non-print sources** to evaluate the techniques used to create them.
Sun Bathing
- E4-C3.4 Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas and to make inferences with regard to what he or she has viewed.
Sun Bathing
Radioactive Waste Disposal
- E4-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in **non-print sources**.
Sun Bathing
Radioactive Waste Disposal
- E4-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in **non-print sources**.
Sun Bathing
- E4-C3.7 Demonstrate the ability to analyze **non-print sources** for accuracy, **bias, intent** and **purpose**.
Sun Bathing
- E4.C3.8 Demonstrate the ability to make connections between **non-print sources** and his or her prior knowledge, other sources and the world.
Sun Bathing
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Strand IV. Research

Research Goal (RS): The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

- E4-RS1 The student will select a topic for exploration.
- E4-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including viewpoints regarding it.
Fuel Wise or Fuelish?

Gathering Information and Refining a Topic

- E4-RS2 The student will gather information from a variety of sources.
- E4-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.
Fuel Wise or Fuelish?
- E4-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources.
Fuel Wise or Fuelish?

Preparing and Presenting Information

- E4-RS3 The student will use a variety of strategies to prepare and present selected information.

E4-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.

Fuel Wise or Fuelish?